**NARRATIVE TEXT LESSON (PEACH AND BLUE)**

**Teaching Goals When Guiding Readers Through Narrative Texts:**

1. Guide your students’ attention to the important **elements of the story** (e.g., setting, main characters, problem, key events, solution, and theme/big idea) and **how characters grow and change** in relation to each other over the course of the story.
2. Engage students in conversation about the characters as real people with wishes, hopes, and frustrations – and help them to understand how authors reveal important clues about a character’s personality (e.g., **character traits**) through the character’s words, actions, and feelings. Use questions and think-alouds to model and guide students to **make inferences** about these characters and locate evidence (text clues) to support their reasoning. (\*Common Core)
3. Engage students in **conversation about the big idea** of this text that they can connect and **apply to their own lives**.

**Teaching Considerations/Guidelines for Peach and Blue:**

1. **BEFORE READING**: How will you launch the book to: a) activate children’s background knowledge; b) introduce relevant vocabulary; c) connect to children’s lives; and d) set a purpose for reading related to the big idea?
2. **CONSIDERATIONS:** Both of the main characters have a **problem** to solve, although their problems are slightly different.
   1. **DURING READING**: How will you help students understand each character’s problem? How will guide students in noticing important plot events and character traits that help them better connect to each character and understand the story?
   2. **AFTER READING**: How will you help students see how the two characters help solve each other’s problems?
3. **AFTER READING:** The characters **change** over the course of the story and each character influences each other. Work with students to compare and contrast each character at the beginning and end of the story and then use that information to help them summarize how each character changed and grew from beginning to end.
   1. Encourage conversation that helps students **brainstorm personality traits** for each character at the beginning of the story (supported by evidence they can pinpoint in the story) and then again, for each character at the end of the story (supported by evidence).
   2. Once all four circles have been outlined with describing words, guide students through a conversation that asks them to **summarize** how each character changed over the course of the story and how they helped each other solve their problem.

**Map the Story**

|  |  |
| --- | --- |
| Title and Author of Story: | |
| Main Character 1: (and brief description) | Main Character 2: (and brief description) |
| Setting: | |
| PROBLEM: Peach’s Problem: | Blue’s Problem: |
| Key Events | |
| How was the problem resolved at the end of the story? | |
| What is the author’s message? (The Big Idea) | |

**How Do the Main Characters Change In This Story?**

What words best describe each character’s personality at the beginning of the story and then again at the end of the story? Make sure you have evidence to back up your thinking about each describing word. Then, use all of your clues to help you make inferences about how each character grew and changed over the course of the story.

How did Peach change during the story to solve her problem?

How did Blue change during the story to solve his problem?